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ABSTRACT

Matriculation regulations in California require that community colleges which adopt standardized placement tests demonstrate that the tests are valid predictors of future course success. A positive correlation of at least .35 between test score and subsequent student performance in a particular course is needed to demonstrate the predictive validity of the test instrument for advisement purposes. In 1993, College of the Canyons (CC) conducted a series of predictive validity studies on 7 of the placement tests used to make placement recommendations into 43 course levels. This collection of brief reports includes CC's predictive validity studies for the 43 course placements, made with use of the following placement tests: (1) the College Board Assessment and Placement Services (APS) for Community Colleges Writing Test; (2) the APS Reading Test; (3) the Combined English Language Skills Assessment (CELSA) Test; (4) the Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test; (5) the MDTP Elementary Algebra Test; (6) the MDTP Intermediate Algebra Test; and (7) the MDTP Pre-Calculus Test. For the APS tests and the CELSA, mid-term instructor perceptions of student ability were used as the sole measure of student success. For the MDTP tests, final course grades were used to measure student success. Each of the reports presents data, discussion, and conclusions. Memoranda relating to the predictive validity studies are appended. (PAA)

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ED357778

COLLEGE OF THE CANYONS
Santa Clarita Community College District

PREDICTIVE VALIDITY STUDIES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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June 1993

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Office of Institutional Development

JC930260

This report provides summaries of predictive validity studies on the following placement tests used by College of the Canyons:

APS Writing Test

APS Reading Test

CELSA

MDTP - Algebra Readiness Test

MDTP - Elementary Algebra Test

MDTP - Intermediate Algebra Test

MDTP - Pre-Calculus Test

PREDICTIVE VALIDITY STUDY OF COLLEGE BOARD ASSESSMENT AND PLACEMENT SERVICES FOR COMMUNITY COLLEGES WRITING TEST

SPRING 1993

This report summarizes the predictive validity studies carried out during the spring semester of 1993. The College Board APS Writing Test, a 40-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level English courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used. At mid-term, instructor perceptions of student ability were gathered using a five-point scale. The following prompt was used:

Based on student performance to date, what do you think:
(check one response per student)

5 - Could have been placed in a higher level course
4 - Well placed. Has a good chance of success.
3 - Is properly placed. Can succeed with appropriate effort.
2 - Can succeed in this course only with a great deal of effort.
1 - Should have been placed in a lower level course.

Instructor ratings were used rather than mid-term grades, since some faculty have not assigned grades by mid-term. By collecting the data prior to the drop deadline, a greater variation in student abilities was expected to be present in the classes.

The resulting correlations are shown in the table below. The data for these computations represent information for Spring 1993 only, the first semester in which the APS Writing Test was used by the college. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO INSTRUCTOR RATING	NUMBER OF STUDENTS
APS Writing	English 011	13.3	.60	4
APS Writing	English 035	17.3	.61	9
APS Writing	English 090	23.1	.31	61
APS Writing	English 101	30.0	.22	8

DISCUSSION

The APS Writing Test has not yet shown to have predictive validity for English 090. The predictive validity coefficient for English 090 is .31, slightly below the .35 coefficient needed to conclude that the test offers sufficient predictive validity.

Because of the small number of students enrolled in English 011, 035 and 101 who had taken the APS Writing Test in Spring 1993, we can't yet indicate that the placement test offers predictive validity for these courses.

Further predictive validity computations will be performed as additional data become available.

CONCLUSIONS

The APS Writing Test does not appear to be an appropriate test for English 090. Further data collection and analysis may qualify it, however.

Further data collection will be needed to qualify the APS Writing Test for English 011, English 035 and English 101.

The college should continue to evaluate the APS Writing Test and/or multiple measures which may provide the most accurate advice possible when directing students into English classes.

PRED1.FW4

PREDICTIVE VALIDITY STUDY OF COLLEGE BOARD ASSESSMENT AND PLACEMENT SERVICES FOR COMMUNITY COLLEGES READING TEST

SPRING 1993

This report summarizes the predictive validity studies carried out during the spring semester of 1993. The College Board APS Reading Test, a 35-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level English courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used. At mid-term, instructor perceptions of student ability were gathered using a five-point scale. The following prompt was used:

Based on student performance to date, what do you think: (check one response per student)

5 - Could have been placed in a higher level course
4 - Well placed. Has a good chance of success.
3 - Is properly placed. Can succeed with appropriate effort.
2 - Can succeed in this course only with a great deal of effort.
1 - Should have been placed in a lower level course.

Instructor ratings were used rather than mid-term grades, since some faculty have not assigned grades by mid-term. By collecting the data prior to the drop deadline, a greater variation in student abilities was expected to be present in the classes.

The resulting correlations are shown in the table below. The data for these computations represent information for Spring 1993 only, the first semester in which the APS Reading Test was used by the college. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO INSTRUCTOR RATING	NUMBER OF STUDENTS
APS Reading	English 010	12.0	.93	4
APS Reading	English 034	14.7	.57	22
APS Reading	English 080	18.2	-.93	6
APS Reading	English 101	23.6	.11	9

DISCUSSION

These findings offer initial support that the APS Reading Test has predictive validity for English 034. The reader is reminded that the correlation for English 034 is based on a relatively small number of students, however.

Because of the small number of students enrolled in English 010, 080 and 101 who had taken the APS Reading Test in Spring 1993, we can't yet indicate that the placement test offers predictive validity for these courses.

Further predictive validity computations will be performed as additional data become available.

CONCLUSIONS

The APS Reading Test appears to be an appropriate test for English 034. Further data collection and analysis may qualify the test for English 010, English 080 and English 101.

The college should continue to evaluate the APS Reading Test and/or multiple measures which may provide the most accurate advice possible when directing students into English classes.

PRED2.FW4

PREDICTIVE VALIDITY STUDY OF COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT TEST

SPRING 1993

This report summarizes the predictive validity studies carried out during the spring semester of 1993. The Combined English Language Skills Assessment (CELSA) Test, a 75-question objective format test, was examined to determine its ability to predict student success in English as a Second Language (ESL) courses offered at College of the Canyons. The college uses two forms of the CELSA interchangeably in its placement testing.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used. At mid-term, instructor perceptions of student ability were gathered using a five-point scale. The following prompt was used:

Based on student performance to date, what do you think:
(check one response per student)

5 - Could have been placed in a higher level course
4 - Well placed. Has a good chance of success.
3 - Is properly placed. Can succeed with appropriate effort.
2 - Can succeed in this course only with a great deal of effort.
1 - Should have been placed in a lower level course.

Instructor ratings were used rather than mid-term grades, since some faculty have not assigned grades by mid-term. By collecting the data prior to the drop deadline, a greater variation in student abilities was expected to be present in the classes.

The resulting correlations are shown in the table below. The data for these computations represent information for Spring 1993 only, the first semester in which the CELSA Test was used by the college. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO INSTRUCTOR RATING	NUMBER OF STUDENTS
CELSA1	English 051	33.7	.62	10
CELSA1	English 052	47.2	.84	6
CELSA1	English 053	56.7	.43	6
CELSA1	English 090	68.0	.00	1
CELSA2	English 051	42.6	.75	11
CELSA2	English 052	41.5	.60	13
CELSA2	English 053	54.6	.82	5
CELSA2	English 090	59.0	.00	1

DISCUSSION

Because of the small number of students enrolled in each of the ESL courses who had taken the CELSA in Spring 1993, we can't yet indicate that the placement test offers predictive validity for these courses. While the coefficients for English 051, English 052 and English 053 fall well above the level needed to conclude that the test offers sufficient predictive validity for these courses, the coefficients are based on a limited number of students.

Further predictive validity computations will be performed as additional data become available.

CONCLUSIONS

Given the limited data available, no conclusions can be drawn about the appropriateness of the two forms of the CELSA Test to predict performance in English 051, English 052, English 053 and English 090 (ESL).

The college should continue to evaluate the CELSA Test and/or multiple measures which may provide the most accurate advice possible when directing students into ESL classes.

PRED3.FW4

PREDICTIVE VALIDITY STUDY OF MATHEMATICS DIAGNOSTIC TESTING PROJECT - ALGEBRA READINESS TEST

June 1993

This report summarizes the predictive validity studies carried out during June of 1993. The Mathematics Diagnostic Testing Project (MDTP) - Algebra Readiness Test, a 50-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level mathematics courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used, the final course grade. In all cases, Ws were recoded as failure and kept in the computation. The resulting correlations are shown in the table below. The college has used the four tests of the MDTP series since Spring 1989 and the data for these computations represent information from first-time students in Fall 1991 and Fall 1992. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO GRADE	NUMBER OF STUDENTS
MDTP1	Math 025	18.3	.43	70
MDTP1	Math 057	25.9	.33	40
MDTP1	Math 060	32.0	.35	78

DISCUSSION

These findings offer initial support that the MDTP Algebra Readiness Test has predictive validity for Math 025 and Math 060. The MDTP Algebra Readiness Test has not yet shown to have predictive validity for Math 057.

The reader is reminded that these correlations apply only to the ability of the MDTP Algebra Readiness Test to predict the final grade performance of first-time college students. Further predictive validity computations will be performed as additional data become available. Where predictive validity has not been shown, it may be necessary to carry out content validity studies with the mathematics faculty.

CONCLUSIONS

The MDTP Algebra Readiness Test appears to be an appropriate test for Math 025 and Math 060. The test may not be adequate for Math 057, although further data collection and analysis may qualify it.

The college should continue to evaluate the MDTP Algebra Readiness Test and/or multiple measures which may provide the most accurate advice possible when directing students into mathematics classes.

PRED4.FW4

PREDICTIVE VALIDITY STUDY OF MATHEMATICS DIAGNOSTIC TESTING PROJECT - ALGEBRA READINESS TEST

Business Courses

June 1993

This report summarizes the predictive validity studies carried out during June of 1993. The Mathematics Diagnostic Testing Project (MDTP) - Algebra Readiness Test, a 50-question objective format test, was examined to determine its ability to predict student success in college level accounting and business mathematics courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used, the final course grade. In all cases, Ws were recoded as failure and kept in the computation. The resulting correlations are shown in the table below. The college has used the four tests of the MDTP series since Spring 1989 and the data for these computations represent information from first-time students in Fall 1991 and Fall 1992. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO GRADE	NUMBER OF STUDENTS
MDTP1	Business 101	35.8	.48	70
MDTP1	Business 144	32.0	.40	57
MDTP1	Business 201	37.7	.38	22

DISCUSSION

These findings offer initial support that the MDTP Algebra Readiness Test has predictive validity for Business 101, Business 144, and Business 201.

The reader is reminded that these correlations apply only to the ability of the MDTP Algebra Readiness Test to predict the final grade performance of first-time college students. Further predictive validity computations will be performed as additional data become available.

CONCLUSIONS

The MDTP Algebra Readiness Test appears to be an appropriate test for Business 101, Business 144 and Business 201.

The college should continue to evaluate the MDTP Algebra Readiness Test and/or multiple measures which may provide the most accurate advice possible when directing students into these classes.

PRED10.FW4

PREDICTIVE VALIDITY STUDY OF MATHEMATICS DIAGNOSTIC TESTING PROJECT - ELEMENTARY ALGEBRA TEST

June 1993

This report summarizes the predictive validity studies carried out in June of 1993. The Mathematics Diagnostic Testing Project (MDTP) - Elementary Algebra Test, a 50-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level mathematics courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used, the final course grade. In all cases, Ws were recoded as failure and kept in the computation. The resulting correlations are shown in the table below. The data for these computations represent information from first-time students in Fall 1991 and Fall 1992. The college has used the four tests of the MDTP series since 1989. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO GRADE	NUMBER OF STUDENTS
MDTP2	Math 025	10.0	.66	11
MDTP2	Math 060	20.0	.40	134
MDTP2	Math 063	No data available		
MDTP2	Math 070	30.6	.24	72

DISCUSSION

These findings offer initial support that the MDTP Elementary Algebra Test has predictive validity for Math 060. While the correlation for Math 025 is 0.66, it is based on a small number of students. Further data needs to be assembled for Math 025. The MDTP Elementary Algebra Test has not yet shown to have predictive validity for Math 070. Math 063 was not offered in either Fall 1991 or Fall 1992.

The reader is reminded that these correlations apply only to the ability of the MDTP Elementary Algebra Test to predict the final grade performance of first-time college students. Further predictive validity computations will be performed as additional data become available. Where predictive validity has not been shown, it may be necessary to carry out content validity studies with the mathematics faculty.

CONCLUSIONS

The MDTP Elementary Algebra Test appears to be an appropriate test for Math 060. The test may not be adequate for Math 025 or Math 070, although further data collection and analysis may qualify it.

The college should continue to evaluate the MDTP Elementary Algebra Test and/or multiple measures which may provide the most accurate advice possible when directing students into mathematics classes.

PRED5.FW4

PREDICTIVE VALIDITY STUDY OF MATHEMATICS DIAGNOSTIC TESTING PROJECT - INTERMEDIATE ALGEBRA TEST

June 1993

This report summarizes the predictive validity studies carried out during June of 1993. The Mathematics Diagnostic Testing Project (MDTP) - Intermediate Algebra Test, a 45-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level mathematics courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used, the final course grade. In all cases, Ws were recoded as failure and kept in the computation. The resulting correlations are shown in the table below. The data for these computations represent information from from first-tiem students in Fall 1991 and Fall 1992. The college has used the four tests of the MDTP series since 1989. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO GRADE	NUMBER OF STUDENTS
MDTP3	Math 060	12.7	.01	59
MDTP3	Math 063	No data available		
MDTP3	Math 070	18.5	.31	110
MDTP3	Math 102	27.1	.07	41
MDTP3	Math 103	27.3	.23	27

MDTP3	Math 140	25.3	-.15	15
MDTP3	Math 240	31.0	-.95	3

DISCUSSION

The MDTP Intermediate Algebra Test has not yet shown to have predictive validity for Math 060, Math 070, Math 102, Math 103, Math 140 or Math 240. Math 063 was not offered in either Fall 1991 or Fall 1992.

The reader is reminded that these correlations apply only to the ability of the MDTP Intermediate Algebra Test to predict the final grade performance of first-time college students. Further predictive validity computations will be performed as additional data become available. Where predictive validity has not been shown, it may be necessary to carry out content validity studies with the mathematics faculty.

CONCLUSIONS

The MDTP Intermediate Algebra Test may not be adequate for Math 060, Math 070, Math 102, Math 103, Math 140 and Math 240, although further data collection and analysis may qualify it.

The college should continue to evaluate the MDTP Intermediate Algebra Test and/or multiple measures which may provide the most accurate advice possible when directing students into mathematics classes.

PRED6.FW4

PREDICTIVE VALIDITY STUDY OF MATHEMATICS DIAGNOSTIC TESTING PROJECT - PRE-CALCULUS TEST

June 1993

This report summarizes the predictive validity studies carried out during June of 1993. The Mathematics Diagnostic Testing Project (MDTP) - Pre-Calculus Test, a 40-question objective format test, was examined to determine its ability to predict student success in both basic skills and college level mathematics courses offered at College of the Canyons.

Matriculation regulations require that community colleges which adopt a standardized test for making placement recommendations must qualify its use locally. The test must be a valid predictor of future course success given the unique features of the college curriculum, its instructors, and student population. Establishing a clear relationship between the test score and subsequent student performance in a particular course for which placement recommendations were made is predictive validity. A correlation of no less than +.35 is needed to conclude that the test instrument has sufficient predictive validity for advisement purposes.

One measure of course success was used, the final course grade. In all cases, Ws were recoded as failure and kept in the computation. The resulting correlations are shown in the table below. The college has used the four tests of the MDTP series since 1989. The data for these computations represent information from first-time students in Fall 1991 and Fall 1992. Since placement test scores were in use, the correlation values were adjusted by using a correction for restriction of range.

TEST	COURSE	MEAN	r- SCORE TO GRADE	NUMBER OF STUDENTS
MDTP4	Math 060	11.0	.00	2
MDTP4	Math 063	No data available		
MDTP4	Math 070	13.5	-.37	4
MDTP4	Math 102	19.9	.15	17
MDTP4	Math 103	20.1	.79	8

MDTP4	Math 140	23.8	.97	4
MDTP4	Math 211	27.6	.84	27
MDTP4	Math 240	19.0	.00	2

DISCUSSION

These findings offer initial support that the MDTP Pre-Calculus Test has predictive validity for Math 211. The MDTP Pre-Calculus Test has not yet shown to have predictive validity for Math 060, Math 070, Math 102, Math 103, Math 140 or Math 240. While the correlations for Math 103 and Math 140 were .79 and .97, respectively, they were based upon small numbers of students. Math 063 was not offered in either Fall 1991 or Fall 1992.

The reader is reminded that these correlations apply only to the ability of the MDTP Pre-Calculus Test to predict the final grade performance of first-time college students. Further predictive validity computations will be performed as additional data become available. Where predictive validity has not been shown, it may be necessary to carry out content validity studies with the mathematics faculty.

CONCLUSIONS

The MDTP Pre-Calculus Test appears to be an appropriate test for Math 211. The test may not be adequate for Math 060, Math 070, Math 102, Math 103, Math 140 or Math 240, although further data collection and analysis may qualify it.

The college should continue to evaluate the MDTP Pre-Calculus Test and/or multiple measures which may provide the most accurate advice possible when directing students into mathematics classes.

PRED7.FW4

COLLEGE OF THE CANYONS
Santa Clarita Community College District

APPENDIX

Memos Regarding Studies

college of the canyons

Office of Institutional Development
26455 N. Rockwell Canyon Road
Santa Clarita, California 91355

(805) 259-7800 Extension 328
FAX: (805) 259-8302

DATE: May 26, 1993

TO: Dianne Van Hook
Carter Doran
Glenn Hisayasu
Audrey Green
Donna Davidson-Symonds
Floyd Moos

FROM: Nancy J. Mattice

RE: PREDICTIVE VALIDITY STUDY - READING PLACEMENT TEST

We have completed the first four predictive validity studies, for the reading placement test.

The report will show that while we have the process established to determine predictive validity, we did not have adequate data available to us.

Fewer students take placement tests for the Spring semester than for the Fall. Of the 506 students who took the APS Reading Test for Spring 1993, only 50 students enrolled in one of the four English courses for which Reading placement test scores are used. Usable data was available for only 41 of those students when it came to running correlations.

Once the Fall 1993 semester is complete and grades are in, I suggest that we re-run these predictive validity studies for the APS Reading Test.

Enclosure

college of the canyons

Office of Institutional Development
26455 N. Rockwell Canyon Road
Santa Clarita, California 91355

(805) 259-7800 Extension 328
FAX: (805) 259-8302

DATE: May 26, 1993

TO: Dianne Van Hook
Carter Doran
Glenn Hisayasu
Audrey Green
Donna Davidson-Symonds
Floyd Moos

FROM: Nancy J. Mattice

RE: PREDICTIVE VALIDITY STUDY - WRITING PLACEMENT TEST

You'll note that we had a similar problem with lack of data for the writing placement test.

We will need to re-run these studies with Fall semester data.

Enclosure

Office of Institutional Development
26455 N. Rockwell Canyon Road
Santa Clarita, California 91355

college of the canyons

(805) 259-7800 Extension 328
FAX: (805) 259-8302

DATE: May 27, 1993

TO: Dianne Van Hook
Carter Doran
Glenn Hisayasu
Audrey Green
Samuel Otoo
Donna Davidson-Symonds
Floyd Moos

FROM: Nancy J. Mattice

RE: PREDICTIVE VALIDITY STUDIES - ESL PLACMENT TEST

Enclosed is a report of the initial predicitive validity studies for the two forms of the CELSA Test currently used by the college.

While the correlations look quite good for all but English 090, they are based on small numbers of students, thus we can not conclude that the tests offer predictive validity...at this time.

Here again, I suggest we re-run these studies after the Fall semester to enlarge the sample.

Enclosure

college of the canyons

Office of Institutional Development
26455 N. Rockwell Canyon Road
Santa Clarita, California 91355

(805) 259-7800 Extension 328
FAX: (805) 259-8302

DATE: June 15, 1993

TO: Dianne Van Hook
Carter Doran
Joe Gerda
Glenn Hisayasu
Audrey Green
Bob Patenaude
Lee Corbin
Stan Weikert

FROM: Nancy J. Mattice

RE: PREDICTIVE VALIDITY STUDIES OF MATH PLACEMENT TESTS

We completed 22 predictive validity studies for the mathematics placement tests. We found the placement test to be an appropriate test in 7 of the 22 studies. In 6 studies the correlation coefficients fell below the recommended .35 level. In 9 studies the samples were too small to make judgements.

We found correlation coefficients of .35 or above for the following pairs of placement tests and target courses:

PLACEMENT TEST	COURSE
MDTP1 - Algebra Readiness	Math 025 and Math 060 Business 101, Business 144 and Business 201
MDTP2 - Elementary Algebra	Math 060
MDTP3 - Intermediate Algebra	None
MDTP4 - Pre-Calculus	Math 211

We can conclude that each of the tests have sufficient predictive validity for advisement purposes for the courses noted.

DATA COLLECTION
For MDTP tests 3 and 4, the college needs to collect additional data in order to have large enough samples upon which to base a judgement. Fall 1993 placement test scores and final course grades will be added to the Fall 1991 and Fall 1992 math research databases and the studies re-run in early Spring 1994.

CONTENT REVIEW
In the meantime, the mathematics faculty may wish to carry out content reviews for the following pairs of placement tests and courses:

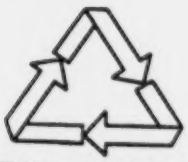
PLACEMENT TEST	COURSES
MDTP Elementary Algebra	Math 070
MDTP Intermediate Algebra Test	Math 102, Math 103, Math 140 and Math 240

The correlations for all five of these studies were below the recommended .35 level. Content review is carried out to determine the "fit" of an instrument to the college curriculum.

I would be happy to work with the groups of faculty teaching each of these courses to carry out the five content reviews.

I would welcome your questions or comments on any or all of these studies.

Enclosures



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